

Charleston Development Academy

233 Line Street @ The Septima Clark Center
Charleston, SC 29403

Grades	K-5 Elementary School	
Enrollment	89 Students	
Principal	Cecelia Gordon Rogers	843-722-2689
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	29	83	20

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 4 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	Good	N/A	No
2005	Below Average	Unsatisfactory	No
2006	Unsatisfactory	Unsatisfactory	No

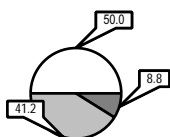
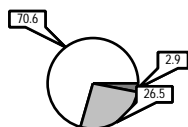
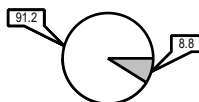
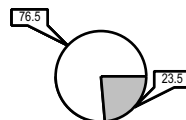
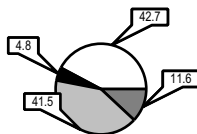
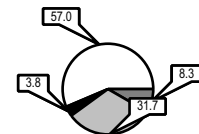
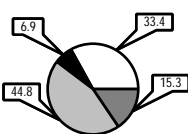
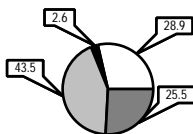
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

90.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	35	97.1	48.5	42.4	9.1	0.0	21.2	Yes	Yes
Gender									
Male	14	92.9	33.3	58.3	8.3	0.0	25.0	N/A	N/A
Female	21	100.0	57.1	33.3	9.5	0.0	19.0	N/A	N/A
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	35	97.1	48.5	42.4	9.1	0.0	21.2	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	32	100.0	48.4	41.9	9.7	0.0	22.6	N/A	N/A
Disabled	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	35	97.1	48.5	42.4	9.1	0.0	21.2	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	35	97.1	48.5	42.4	9.1	0.0	21.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	25	96.0	69.6	30.4	0.0	0.0	4.3	I/S	I/S
Full-pay meals	10	100.0	0.0	70.0	30.0	0.0	60.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	35	100.0	70.6	26.5	2.9	0.0	5.9	No	Yes
Gender									
Male	14	100.0	69.2	30.8	0.0	0.0	0.0	N/A	N/A
Female	21	100.0	71.4	23.8	4.8	0.0	9.5	N/A	N/A
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	35	100.0	70.6	26.5	2.9	0.0	5.9	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	32	100.0	67.7	29.0	3.2	0.0	6.5	N/A	N/A
Disabled	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	35	100.0	70.6	26.5	2.9	0.0	5.9	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	35	100.0	70.6	26.5	2.9	0.0	5.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	25	100.0	79.2	20.8	0.0	0.0	4.2	I/S	I/S
Full-pay meals	10	100.0	50.0	40.0	10.0	0.0	10.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	35	100.0	91.2	8.8	0.0	0.0	0.0
Gender							
Male	14	100.0	84.6	15.4	0.0	0.0	0.0
Female	21	100.0	95.2	4.8	0.0	0.0	0.0
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	35	100.0	91.2	8.8	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	32	100.0	90.3	9.7	0.0	0.0	0.0
Disabled	3	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	35	100.0	91.2	8.8	0.0	0.0	0.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	35	100.0	91.2	8.8	0.0	0.0	0.0
Socio-Economic Status							
Subsidized meals	25	100.0	95.8	4.2	0.0	0.0	0.0
Full-pay meals	10	100.0	80.0	20.0	0.0	0.0	0.0

Social Studies							
All Students	35	100.0	76.5	23.5	0.0	0.0	0.0
Gender							
Male	14	100.0	61.5	38.5	0.0	0.0	0.0
Female	21	100.0	85.7	14.3	0.0	0.0	0.0
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	35	100.0	76.5	23.5	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	32	100.0	74.2	25.8	0.0	0.0	0.0
Disabled	3	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	35	100.0	76.5	23.5	0.0	0.0	0.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	35	100.0	76.5	23.5	0.0	0.0	0.0
Socio-Economic Status							
Subsidized meals	25	100.0	87.5	12.5	0.0	0.0	0.0
Full-pay meals	10	100.0	50.0	50.0	0.0	0.0	0.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	10	100.0	I/S	I/S	I/S	I/S	I/S
	4	16	100.0	60.0	26.7	13.3	0.0	13.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	12	91.7	54.5	27.3	18.2	0.0	18.2
	4	9	100.0	I/S	I/S	I/S	I/S	I/S
	5	14	100.0	53.8	38.5	7.7	0.0	7.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	10	100.0	I/S	I/S	I/S	I/S	I/S
	4	16	100.0	73.3	26.7	0.0	0.0	0.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	12	100.0	83.3	16.7	0.0	0.0	0.0
	4	9	100.0	I/S	I/S	I/S	I/S	I/S
	5	14	100.0	69.2	30.8	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	10	100.0	I/S	I/S	I/S	I/S	I/S
	4	16	100.0	73.3	26.7	0.0	0.0	0.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	12	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
	4	9	100.0	I/S	I/S	I/S	I/S	I/S
	5	14	100.0	92.3	7.7	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	10	100.0	I/S	I/S	I/S	I/S	I/S
	4	16	100.0	53.3	46.7	0.0	0.0	0.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	12	100.0	66.7	33.3	0.0	0.0	0.0
	4	9	100.0	I/S	I/S	I/S	I/S	I/S
	5	14	100.0	92.3	7.7	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 89)				
First graders who attended full-day kindergarten	100.0%	Up from 75.0%	100.0%	100.0%
Retention rate	2.1%	Up from 1.1%	4.0%	2.8%
Attendance rate	99.5%	Up from 97.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.3%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	2.8%	Up from 0.0%	5.1%	10.4%
On academic plans	0.0%	N/AV	46.6%	33.6%
On academic probation	0.0%	N/AV	1.9%	1.0%
With disabilities other than speech	0.0%	Down from 1.1%	7.2%	7.5%
Older than usual for grade	0.0%	No change	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 7)				
Teachers with advanced degrees	42.9%	Down from 50.0%	51.9%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	16.7%	N/A	3.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	85.3%	87.3%
Teacher attendance rate	99.9%	Down from 100.0%	94.7%	94.9%
Average teacher salary	\$33,405	Down 5.5%	\$41,462	\$42,485
Prof. development days/teacher	16.7 days	Up from 15.0 days	13.5 days	13.3 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	13.4 to 1	Down from 16.2 to 1	16.8 to 1	18.6 to 1
Prime instructional time	99.4%	Up from 97.0%	88.9%	89.7%
Dollars spent per pupil*	\$10,264	Down 14.2%	\$7,122	\$6,557
Percent of expenditures for teacher salaries*	48.5%	Up from 44.2%	61.8%	64.0%
Percent of expenditures for instruction*	58.2%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Charleston Development Academy Charter School is "To provide a safe and nurturing environment that will encourage excellence and character building initiatives." It is also the vision of CDA "To ultimately promote the personal and social development of motivated, responsible and caring students."

CDA currently has a population of 94 students enrolled in grades K5-5th and is housed in the Septima P. Clark Education Center. The school is located on the west side of town, in the midst of the City of Charleston Housing Authority (Gadsden Green) Community. We are extremely proud of the changing paradigms occurring within the school environment culturally, socially and academically. Our key components of parental involvement and community partnerships, support and volunteers have increased significantly during the last three years.

Our instructional program is well developed, incorporating the SC Standards, Charleston Plan of Excellence and elements of the Core Knowledge Curriculum. CDA is progressively working with our students and parents to establish a solid core foundation in order to meet AYP. We are continuously striving to obtain academic success in order to narrow the achievement gap. Our teachers and staff embark on extensive professional development training continually.

During the 2005-2006 academic year, CDA has embraced many community partners that have afforded our students greater opportunities to participate in a variety of curriculum enriched infusing-the-arts activities and events. CDA strives to promote total family literacy through the inclusion of planned parental involvement scheduled during the day and after school. There is ample evidence to show the governing board is operating efficiently and effectively, and strong bonds are being formed with the community. Additional enrichment experiences are afforded through collaborative efforts of the College of Charleston, City of Charleston Cultural Affairs, Creative Sparks, Inc., LEEP, Lowcountry Children's Museum and other agency grant funding.

CDA's most prized accomplishment this academic year is the recent award recognition: Charleston Development Academy (CDA) has earned national accreditation for its kindergarten program. CDA is the first charter school in the Lowcountry to earn this prestigious designation.

Accreditation through the National Association of the Education of Young Children (NAEYC) is an arduous process that requires early childhood centers to meet the highest standards for the care and education of young children.

Cecelia Gordon Rogers, School Director
Gerald Mackey, Governance Board Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	6	19	19
Percent satisfied with learning environment	66.7%	100.0%	100.0%
Percent satisfied with social and physical environment	83.3%	100.0%	100.0%
Percent satisfied with school-home relations	50.0%	100.0%	100.0%

*Only students at the highest elementary school grade level at this school and their parents were included.